PROPOSED E&IS CURRICULUM FORMAT

Program Title
Instructional Program Code
Program Description
Catalog Description (Postsecondary)
Program Purpose and Need
Task Listing
Program Scope and Sequence
Listing of Courses and Prerequisites
Description and Content of Courses
Competency Profile for Student
Supplemental Information

A brief description follows to provide an understanding of the content or makeup of each area.

Program Title: A clear, concise title is needed to adequately portray for a student and others the overall intent of the program. The title of the program should reflect the major occupation, not the specific worker, and may include a cluster of related skill areas.

Instructional Program Code: The Classification of Instructional Program code (CIP) should be used to properly identify the overall program. List optional codes, as needed, to depict the scope of offerings within the program as approved. D.O.T. codes are used as supplemental information.

Program Description: The description is generally a paragraph-length narrative which outlines the complete program by identifying the type of occupation, length of instruction, including the extent and type of instruction provided, academic requirements, and expectations of industry.

Catalog Description: The catalog description is closely related to program description; but will also outline courses, prerequisites, background needed to succeed, notice to readers of special conditions, equipment, tools, or cautions involved in the program. Credits or time frames and sequencing of courses are generally included in the catalog description. This information is readily adaptable to brochures and other informational documents.

Program Purpose and Need: Justification of the offering in light of local, regional, state, and other employment demands should be clearly stated. A brief outline of employment opportunities in terms of approximate number and types of jobs available to graduates should be provided and updated annually. This is a one- or two-paragraph item which can be developed from forecasting needs by industry. Data are generally obtained from the Department of Employment or the local advisory committee.

Task Listing: The task list is a separate listing of the content of the program and is used as a means to create progress charts, student competency profiles, a vehicle for validating the instructional content by industry, and to identify the overall scope of the occupational field. This is a complete listing of tasks for the industry, not what is currently being taught. It can be used as a means for providing additional instruction for students who come in as "advanced" status or for providing upgrading in adult classes as needed by industry. Approximately three quarters of the competencies in the listing can realistically be provided in a postsecondary setting and approximately one third at the secondary level.

Program Scope and Sequence: This component is the outline of the depth and breadth of the program. This information identifies all of the courses in order of offering and gives a brief content of each. General information on competencies involved, approximate time on task needed, tools and equipment used, and outcomes of each instructional component or module is provided. This section is a major component of the curriculum. It is the component upon which program approval is granted. The methods or procedures for grading or granting of completion certificates are explained.

Courses and Prerequisites: Detailed program information by instructional unit is provided in this component. The courses are composed of varying numbers of related competencies. These competencies are listed as separate activities and grouped in relation to difficulty, similarity, and time needed to accomplish each. The task, background information, equipment, tools, and other pertinent data are provided as a guide for educators to either teach or evaluate the effectiveness of each course. This also provides the necessary information to determine the relationship of one course to another, the difference between courses, and how to assess or measure student progress.

This section also provides the base for developing student handout material, lesson plans, progress charts, grading, and certification material. This section should be developed using industry as the base, not current instructor's knowledge and abilities. A validated task listing is generally the prime determiner of content. This section is also used as a means of determining staffing requirements and qualifications of new or additional instructors. Courses vary according to the time frame provided in the school or institution for instruction such as semester, trimester, or quarter schedules.

Student Competency Profile: A profile is a record of an individual's achievement. It includes a list of competencies and a relative measurement of the student's knowledge, skills, or abilities for each competency.   This document can be used as a vehicle for employment and as a communication device between the school and industry.   Sophisticated versions may be computerized and may include a national registry. They could include a certificate, with the profile provided on the reverse side, or be printed wallet cards. Grades are not listed. All profiles are signed by the instructor for validation and verification of the student's ability level and exposure to the competency.

Supplemental Information: Other items which should be a part of the curriculum package include: progress charts, tool and equipment lists, facility needs and sketches, instructor or job description, equipment replacement schedule, advisory committee information, and long-range goals for the program.